

## D. Academic Services

A new Freshman Academy Experience Survey was developed and 1,212 freshmen responded in fall 2012 with feedback on how they utilize support services, attend special events, and how they feel about college. Close to 66 percent reported that they were referred to at least one support service by their Freshman Coordinator in their first semester. Over 50 percent of those referred went to the Financial Aid Office, 22 percent went to the Writing Center, 18 percent went to the E-portfolio lab, 17 percent went to the Campus Learning Center, and 12.5 percent went to the Academic Literacy Center among others. According to the feedback given in fall 2012, 96 percent of the first semester freshmen have either a "positive" or "strongly positive" attitude towards Queensborough.

Since the implementation of the Freshman Academies, students increasingly experience more high impact practices (HI) in courses and other academic settings. Research shows that students who were exposed to multiple high impact practices in a course such as a Student Wiki Interdisciplinary Group (SWIG) do better. Course pass-rates (C or better) were higher among students who have experienced high impact practices as part of an EN 101 or an SS 510 course. Hispanic students seem to benefit especially from these practices.

One high impact practice is Service Learning. Learning outcomes in Service Learning courses are aligned with authentic activities in community-based organizations, such as Hour Children, Saratoga Family Inn, Alley Pond Environmental Center, Bayside Senior Center, and Bayside Historical Society. Students provide health awareness, financial literacy, chair massages, as well as demonstrate engineering technology to the broader college community. Seventy-two faculty implemented Service Learning activities in the 2011-2012 academic year to 38 community partners.

Our library continues to see an increase in patron visits, reference questions, and database searches and offered more library hours per week in 2012 than the year before. Programs in Continuing Education and Workforce Development continue to be strong and offerings have increased in the areas of remedial programs, vocational grant programs, and in recreational, social programs.

## Freshman Academies

The Freshman Academies were implemented in the fall of 2009. During that term, all first-time freshmen were placed as members of one of six academies, in accordance with their field of interest. The six academies were: Business, Visual and Performing Arts, Health Related Sciences, Liberal Arts, Science, Technology, Engineering, and Mathematics (STEM), and Education. For each academy an office was established with staffing and at least one Freshman Coordinator. The Freshmen Coordinators (FCs) were newly hired, entry-level advisors who quickly established a rapport with the freshmen before classes began, and assisted them throughout their first two semesters. Each academy has at least one Faculty Coordinator who serves as the principle academic liaison.

During the registration process, the FCs encouraged freshmen to enroll in courses which included high impact (HI) practices (i.e., service learning, e-portfolio, learning communities, cornerstone courses, and writing intensive courses.) The purpose of high impact activities is to enhance student engagement, motivation and the learning of course content. A goal was set for freshmen to have experienced two of these HI courses by their 30th credit.

Alongside the development of the Freshman Academies, a research protocol was created by DVP Praxis, to assess the effectiveness of the Academies. It specified that the efforts of the Freshman Coordinators and the use of high impact strategies would have beneficial outcomes such as:

- Higher course success rates
- Higher retention rates
- Higher summer course enrollment rates
- Higher credit completion rates
- Higher student and faculty engagement with the college
- Higher degree-attainment rates

Comparisons of outcomes are made between a Fall 2006 baseline/comparison cohort of all first-time, full-time freshmen and the academy cohorts. Comparisons are also made within cohorts, to determine if high impact experiences are associated with enhanced retention and course success. Separate analyses are conducted for remedial and non-remedial students, whenever possible.

A new Freshman Academy Experience Survey was administered in the academic year 2012-13 to first-time freshmen during the end of their first semester. The survey was designed to help the college to learn more about how new freshman utilize support services, attend special events such as academy sponsored events and College 101, and how they feel about the college. An important aspect of the survey is that it asks students to give reasons why they did, or did not, participate in events and utilize support services. In addition, a question was asked about their global satisfaction with Queensborough. A total of 1,212 freshman responded to the survey in fall 2012. Figures 1 & 2 and table 1 show some of the results of the survey.

**Figure 1. Responses to the Question "My Freshman Coordinator referred me to support services "when" I needed assistance."**



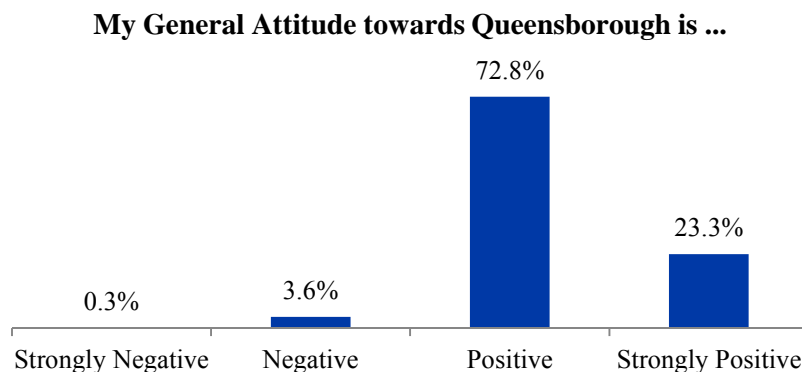
A follow-up question was asked to the 65.6% who responded "yes". The purpose of this question was to determine the frequency with which freshman utilized various support services. Table 1 shows the responses to this follow-up question.

**Table 1. Responses to the Question "Which student support office did you visit?"**

Response	Response Count	Response %
Financial Aid Office	426	53.9%
Writing Center	174	22.0%
E-Portfolio lab	143	18.1%
Campus Learning Center	134	17.0%
Campus Math Center	128	16.2%
Counseling Department	109	13.8%
Academic Literacy	99	12.5%
Career Services	65	8.2%
Services for Students w/Disabilities	13	1.6%
None	128	16.2%
I am not aware of these services	16	2.0%

A question was asked to determine the global satisfaction of the freshman at the end of their first semester at Queensborough Community College. Figure 2 illustrates the pattern of responses.

**Figure 2. Response to the Question "At present, my general attitude towards Queensborough Community College is..."**



Analyses were made to examine the associations between student success outcomes and enrollment in courses with high impact activities. Results have been generally positive, indicating that higher pass rates and higher retention rates were associated with enrollment in classes with high impact activities. The most consistent findings in course success or higher persistence at QCC have occurred wherever students have experienced multiple high impact strategies, either within one course or through multiple courses within a semester.

The efficacy of high impact (HI) strategies has been investigated for various courses, particularly courses with high enrollments, such as Psychology (SS 510) and English Composition I (EN101). Five semesters of Psychology course pass rates from fall 2009 to fall 2011 were aggregated to determine the associations between pass rates and the experience of one or more high impact strategies. Comparisons of pass rates were also made between groups of students enrolled in Psychology who experienced HI strategies within the course and those who did not have any high impact experiences in Psychology. A category of "Any HI" was constructed to account for all cases where one or more HIs were experienced within a Psychology course. Only those who completed the course were counted in this analysis and a grade of "C" or higher was considered as passing.

Table 2 shows the pass rates in Psychology (SS 510) by HI experienced. Higher pass rates were associated with enrollment in sections of Psychology which included one or more HI experiences.

**Table 2. Pass Rates in Psychology (SS 510) Aggregated Over Five-Semesters, by High Impact Activity, Multiple HI Activities and Sections Without Any HI Activities**

SS 510	No HI	WI	LC	SWIG/EP*	1HI	2HI	3HI†	Any HI
N Completed	6,485	667	320	75	538	171	91	800
SS 510 Pass Rate	58.0%	70.5%	68.1%	80.0%	66.9%	69.0%	78.0%	68.6%

\* SWIG is considered as 2 HI. All SWIG classes included E-Portfolio. WI = Writing Intensive, LC = Learning Community, EP = ePortfolio.

† This category includes some sections with four high impacts

In subsequent analyses, the pass rates of students enrolled in Psychology were broken-down according to student ethnicity. These analyses revealed that among all ethnicities with relatively large sample sizes (American Indian and Native Alaskan excluded,) those enrolled in Psychology courses with one or more HIs had higher pass rates than those who did not have any HI experiences in their Psychology course. Furthermore, as indicated in Table 3, Hispanic students seemed to have benefitted most from having one or more HI experience in their Psychology course. The “overall gain” metric shows the difference in pass rates between groups of students enrolled in Psychology sections with HI experiences (Any HI) and those without high impact experiences (No HI). Relatively high pass rates were observed in students who had experienced multiple HI activities.

**Table 3. Comparison of Pass Rates Between Students Enrolled in Sections of Psychology (SS 510) With and Without High Impact Strategies, by Ethnicity**

Ethnicity	N	No HI	Any HI	Multi HI	Overall Gain <sup>2</sup>
Asian or Pacific Islander	1,519	66%	78%	80%	12%
Black	2,050	54%	63%	65%	9%
Hispanic	1,973	50%	67%	67%	17%
White	1,702	64%	70%	80%	6%
All <sup>1</sup>	7,296	58%	69%	72%	11%

<sup>1</sup> Incl. 43 American Indian or Native Alaskan students not reported separately on this table.

<sup>2</sup> Difference between "No HI" and "Any HI"

English Composition I (EN101) is another course with high enrollments which had many sections offering HI experiences. The efficacy of high impact (HI) strategies has been investigated for various sections of EN101 in the same manner that they were examined with Psychology sections. Five semesters of English Composition I course pass rates from fall 2009 to fall 2011 were aggregated to determine the associations between pass rates and the experience of one or more high impact strategies. Only those who completed the course were counted in this analysis and a grade of "C" or higher was considered as passing. Table 4 shows the pass rates in English 101 by HI experienced. Higher pass rates were associated with enrollment in sections of EN101 which included one or more HI experiences.

**Table 4. Pass Rates in English Composition I Aggregated Over Five-Semesters, by High Impact Activity, Multiple HI Activities and Sections Without Any HI Activities**

	No HI	SL	LC	EP	SWIG*	1HI	2HI	3HI†
N Completed	8,965	185	671	529	391	570	72	407
EN101 Pass Rate	83.3%	86.5%	87.9%	90.2%	91.6%	89.1%	87.5%	90.9%

\* SWIG is considered as 2 HI. All SWIG classes included E-Portfolio. SL = Service Learning, LC = Learning Community, EP = ePortfolio.

† This category includes some sections with four high impacts

The pass rates of students enrolled in English 101 were broken-down according to student ethnicity. These analyses revealed that among all ethnicities with relatively large sample sizes (American Indian and Native Alaskan excluded,) those enrolled in English 101 sections with multiple HIs had higher pass rates than those who did not have any HI experiences in their English 101 courses. Furthermore, as indicated by the overall gain scores in Table 5, Hispanic students seemed to have benefitted the most from HI experiences. Some of the highest pass rates have been observed in sections where students experienced multiple HI

**Table 5. Comparison of Pass Rates Between Students Enrolled in Sections of English 101 With and Without High Impact Strategies, by Ethnicity**

Ethnicity	N	No HI	Any HI	Multi HI	Overall Gain <sup>2</sup>
Asian or Pacific Islander	2,629	87%	87%	91%	0%
Black	2,691	81%	82%	87%	1%
Hispanic	3,001	81%	86%	91%	5%
White	2,549	88%	90%	91%	2%
All <sup>1</sup>	10,939	84%	86%	90%	2%

<sup>1</sup> Incl. 66 American Indian or Native Alaskan students not reported separately on this table.

<sup>2</sup> Difference between "No HI" and "Any HI"

It is expected that the Freshman Academies program will result in higher student engagement with the college, higher motivation and improved course performance. All of this would be ultimately reflected in increased retention and graduation rates. As shown in Table 6, the fall 2009 academy cohort had consistently higher retention rates than the fall 2006 comparison cohort. The three-year graduation rate of the Academy cohort is 27 percent higher than the baseline cohort's rate.

**Table 6. Cohort Comparisons of Retention Rates and Three-Year Graduation Rates**

Cohort	Total N	One-Year Retention		Three-Year Graduation
		Half-Year	Rate	
Fall 2006 Baseline	2,051	82.3%	65.8%	12.8%
Fall 2009 Academy	3,226	88.0%	71.5%	16.2%

## Service Learning

Year	Number of Students Participating	Number of Faculty Teaching SL Courses
2007-2008	195	9
2008-2009	462	21
2009-2010	750	35
2010-2011	913	48
2011-2012	1,629	72

Source: Office of Academic Service Learning

### 2011-2012 Highlights:

- Three Academic Literacy classes distributed materials on human trafficking and collected signatures to petition local newspapers to remove ads that involve human trafficking.
- A Speech class performed an historical skit for middle school students at the Lawrence Family Cemetery to meet the Bayside Historical Society's mission of increasing knowledge of local history.
- Health students provided information on healthy living and distributed nutritious snacks to participants of the QCC Family Day at the Farm held at the Queens County Farm Museum.
- Massage Therapy students offered chair massages as a stress reduction technique to Bayside Senior Center members, CUNY Law School students, QCC Performing Arts Center performers, Saratoga Family Inn staff and QCC Family Day at the Farm participants.
- Nursing students provided workshops on women's health issues at Hour Children, an organization which provides services to formerly incarcerated women and their children.
- An Engineering Technology class built and tested robots with middle and high school students.
- An Anthropology class presented on the economic and social benefits of fair trade chocolate at the campus Earth Day Celebration.
- A Business class redesigned a participant database for Queens Community House (a multi-benefit settlement house that serves nearly 25,000 children, youth, adults and older adults throughout Queens) to increase its data collection efficiency.
- QCC students from across disciplines participated in the Getting Young Minds Excited about College project. This initiative encourages middle and high school students to explore higher education and careers in STEM and the health fields.

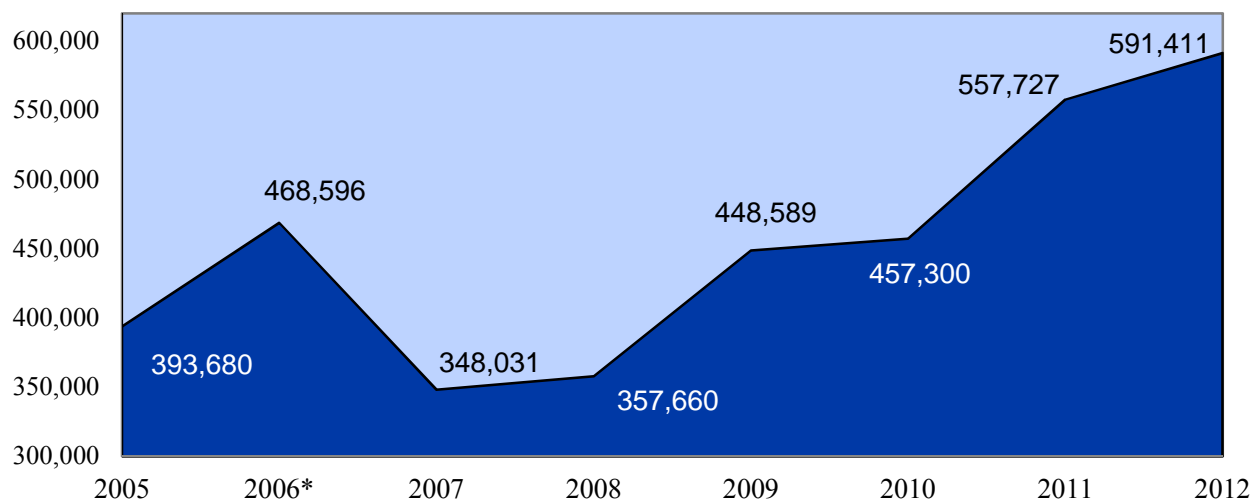


## Kurt R. Schmeller Library

3/20/2013

Category	2011	2012	Change %
Circulation	66,261	61,874	-6.6%
Circulating books	14,506	11,460	-21.0%
Reserve	51,755	50,414	-2.6%
Reference questions	23,942	24,604	2.8%
Online reference		486	--
Student workstations	124	124	0.0%
Laptops loaned	15,894	19,959	25.6%
Library instruction			
# of sessions	373	325	-12.9%
# of students	7,343	6,138	-16.4%
Database searches	472,916	530,931	12.3%
Articles available via Electronic Reserve	882	906	2.7%
Electronic reserve articles viewed		9,063	--
Library hours per week	68	73	7.4%
Patron count	557,727	591,411	6.0%

### Patron Count 2005-2012

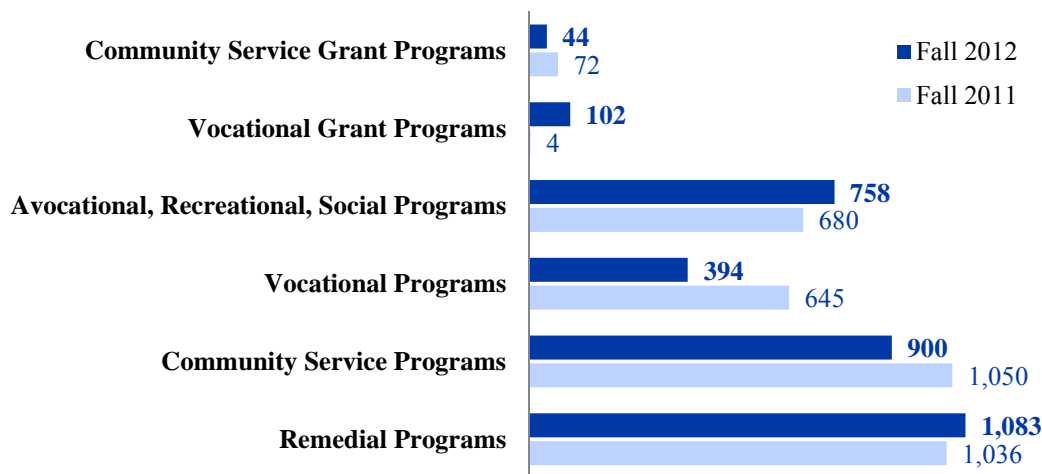


\* CUNY Libraries now offer both students and faculty the opportunity to request books from other CUNY Libraries via computer. This service was initiated in October 2006. The drop in the patron count during 2007-08 is attributed to two things: increased availability of library resources online and loss of library space, especially the temporary loss of a silent study area.

Source: Kurt R. Schmeller Library

## Continuing Education

Enrollment by Type of Programs		Fall '11		Fall '12	
Remedial Programs (including CUNYstart, CLIP)	1,036	29.7%	1,083	33.0%	
Community Service Programs	1,050	30.1%	900	27.4%	
Vocational Programs	645	18.5%	394	12.0%	
Avocational, Recreational, Social Programs	680	19.5%	758	23.1%	
<b>Grant Based Enrollment</b>					
Vocational Grant Programs	4	0.1%	102	3.1%	
Community Service Grant Programs	72	2.1%	44	1.3%	
Total	3,487		3,281		



Source: Continuing Education Dept.

At the end of 2011, the office was awarded a \$2.1M grant called CareerPATH. By the fall of 2012 the office was serving over 100 students enrolled in the grant studying to become Medical Office Assistants, Phlebotomy and EKG Technicians and Medical Billers and Coders through either a college degree or certificate track or through non-college occupational training.

The department has narrowed the focus of its vocational programming but has increased its depth in the field of allied healthcare. This area continues to provide employment opportunities at a rapid rate in NYC.

While adult enrichment programming has decreased, programs that serve our youth, specifically in the Chinese Academy, have increased by 30%.

Source: Continuing Education and Workforce Development